

GRADE 3/4 MUSIC TASK CARDS

How many music tasks can you complete at home?

Keep your work together and hand it in to Ms. Redekop OR send writing/pictures/videos to lredekop@hsd.ca

Make a percussion instrument that you hit or shake.

Take a picture.

If you need some ideas, watch the following video for inspiration:

<https://youtu.be/sLBtvg4AWiw>

1

LEARN A SONG.

(from the radio, youtube, a music book or someone in your family)

Record yourself singing/playing it and send it to Ms. Redekop via email or Seesaw.

5

Scavenger Hunt

See how many items you can find. Take a photo or video and send it to Ms. Redekop.

2

Rhythm – Bowl Me Over/ Making a Splash

Music meets math. Add the total number of beats and place your answer in the space given on the page.

3

Make a percussion instrument that has at least 3 different pitches.

Take a picture of it!

If you need some ideas, watch the following video for inspiration:

<https://youtu.be/sIO-JhMvu6M>

4

Make up your own Music activity and game.

When we are back at school you can teach the song/game to the rest of us.

10

Listening Activity

Listen to Antonio Vivaldi "Spring" from The Four Seasons.

<https://www.youtube.com/watch?v=6LAPFM3dgag>

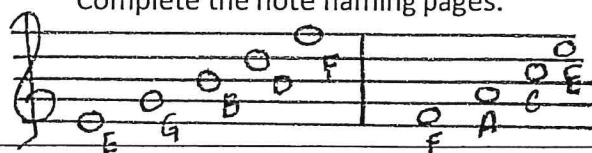
Complete the Listening/Color Activity

6

Note Names

7

Complete the note naming pages.



Recorder

8

Read about the history of the recorder and answer the questions at the bottom of the page.

Why music?

9

Write about why you listen to music?

If you could choose to do one musical thing today (dance, listen to music play instruments, etc.) what would it be? Why? Write about it.

Found Sounds Scavenger Hunt for Music Class

Directions: Find something outside that makes a sound similar to the instrument below. It can be a sound you hear or a sound you make with objects found outside. Next to the instrument, draw the item you find that makes that sound or write the name of it and describe how the sound is made. Be creative! If you need a challenge, numbers 7-10 are bonus! They're super tricky!

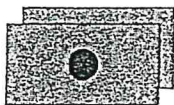
1. Find something that makes a sound like maracas.



2. Find something that makes a sound like a bass drum.



3. Find something that makes a sound like sandpaper blocks.



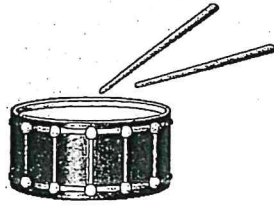
4. Find something that makes a sound like a guiro.



5. Find something that makes a sound like a triangle.



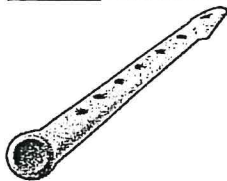
6. Find something that makes a sound like a snare drum.



7. **BONUS!** Find something that makes a sound like any stringed instrument.



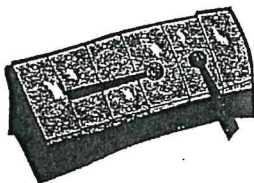
8. **BONUS!** Find something that makes a sound like any woodwind instrument.



9. **BONUS!** Find something that makes a sound like any brass instrument.



10. **BONUS!** Find something that makes a sound like a keyboard instrument.



Let's
Listen to

"Spring"

By Antonio Vivaldi



1. What tempo did you hear?

- ☐ Largo (really slow)
- ☐ Andante (walking speed)
- ☐ Moderato
- ☐ Allegro (quickly)
- ☐ Presto (very fast)

Did the tempo change during this piece? _____

2. What was the dynamic level of this song?

- ☐ ff=very loud
- ☐ f=loud
- ☐ mf=medium loud
- ☐ mp=medium soft
- ☐ p=soft
- ☐ pp=very soft

Did it change? If so, please describe: _____

3. What instruments did you hear?

4. Describe the mood of this piece.

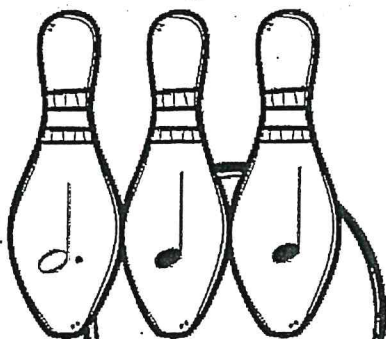
5. What images do you think Vivaldi wanted you to imagine when listening to this piece?



Bowl Me Over

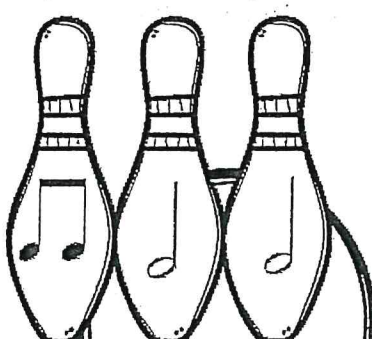
Directions: Add the number of beats displayed on the pins. Write the total number of beats on the bowling ball. The first one has been done for you.

1



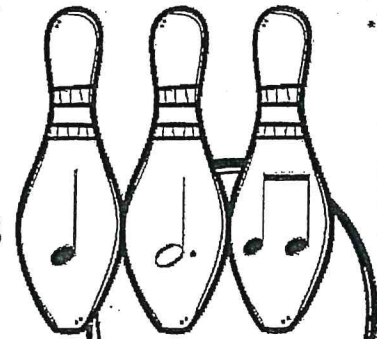
Total= 5

2



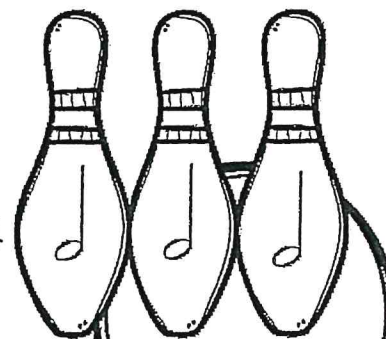
Total=

3



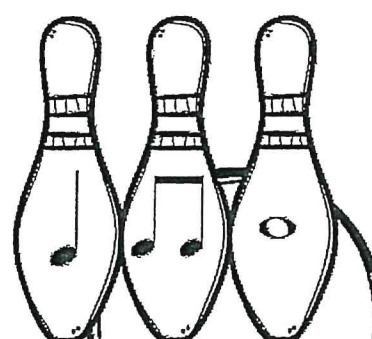
Total=

4



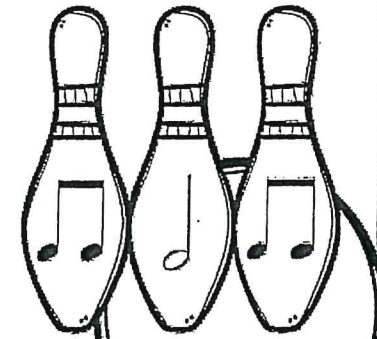
Total=

5



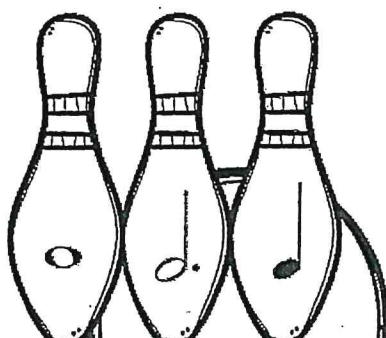
Total=

6



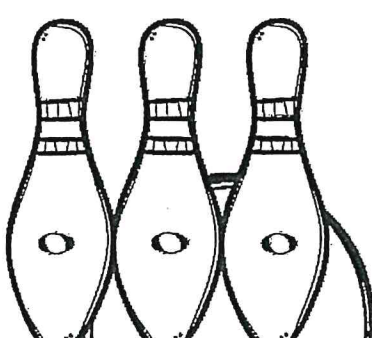
Total=

7



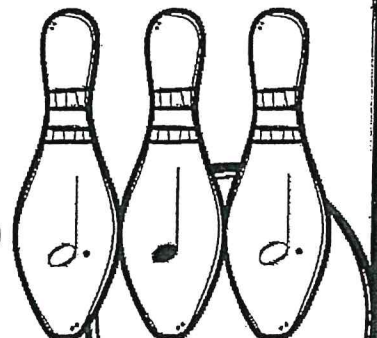
Total=

8



Total=

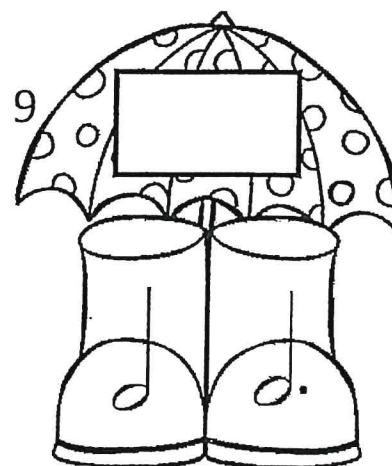
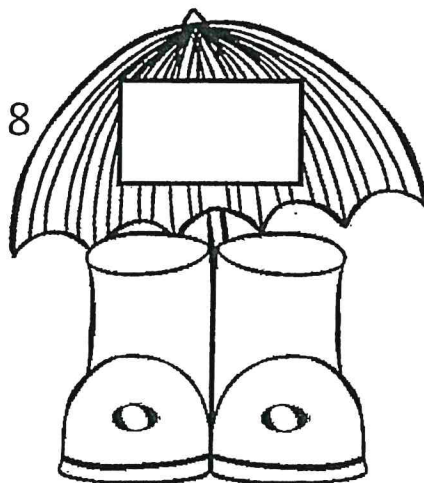
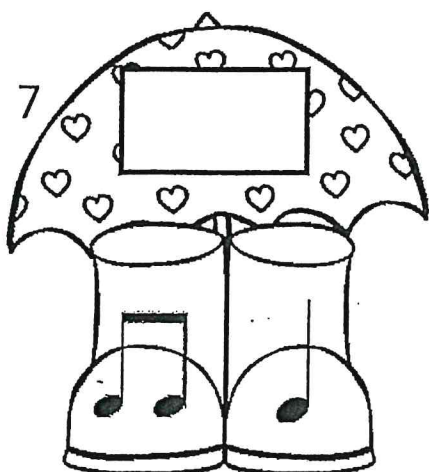
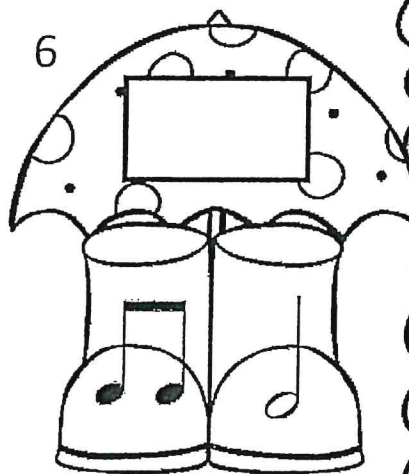
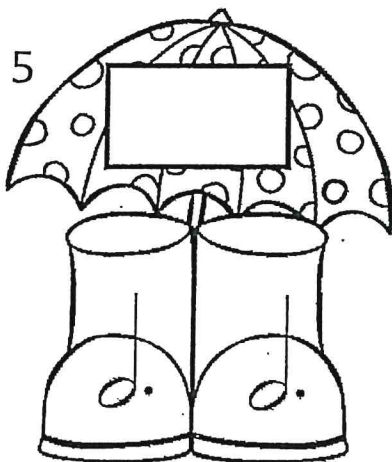
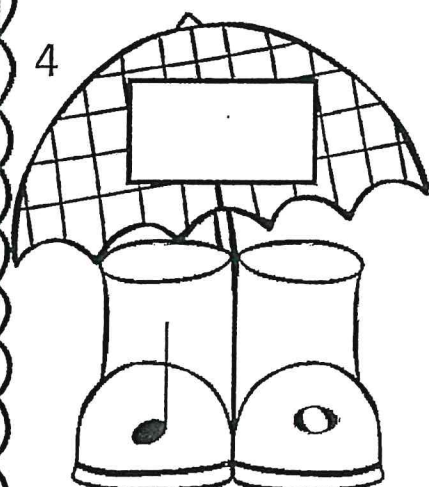
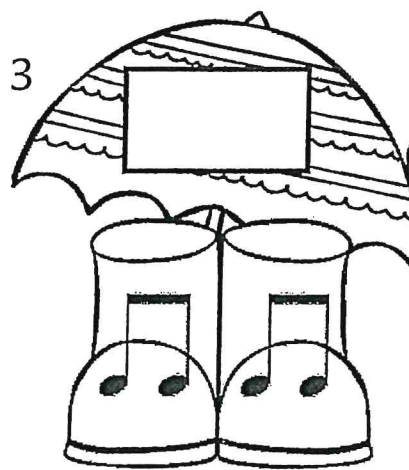
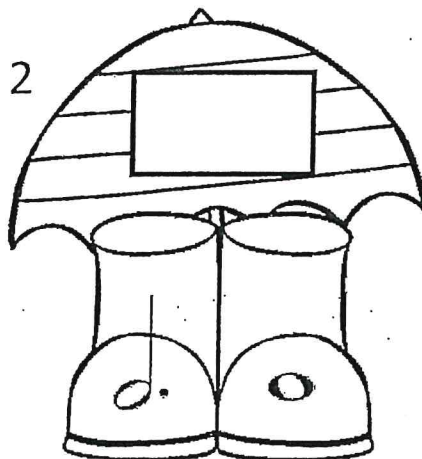
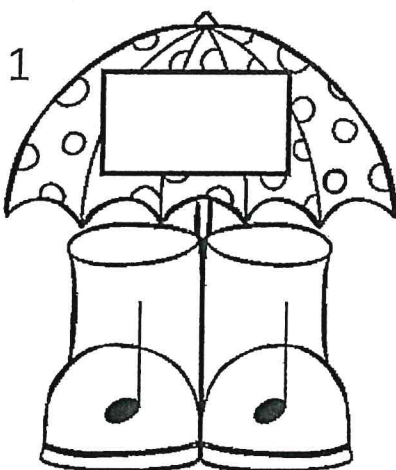
9



Total=

MAKING A Splash

Directions: Add the total number of beats on the rain boots. Write your answer on the umbrella.



Name _____ Class _____ Date _____

Recorder

The recorder is a woodwind instrument. It comes from an ancient family of instruments called the internal duct flutes. For hundreds of years, it was the most popular woodwind instrument. During the 16th century, several composers wrote music for the solo recorder and for recorder groups. Bach and Handel were the best known of these Baroque Era composers.

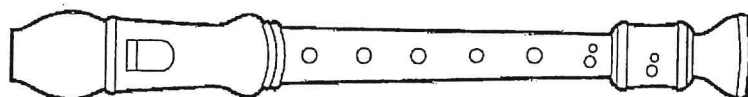
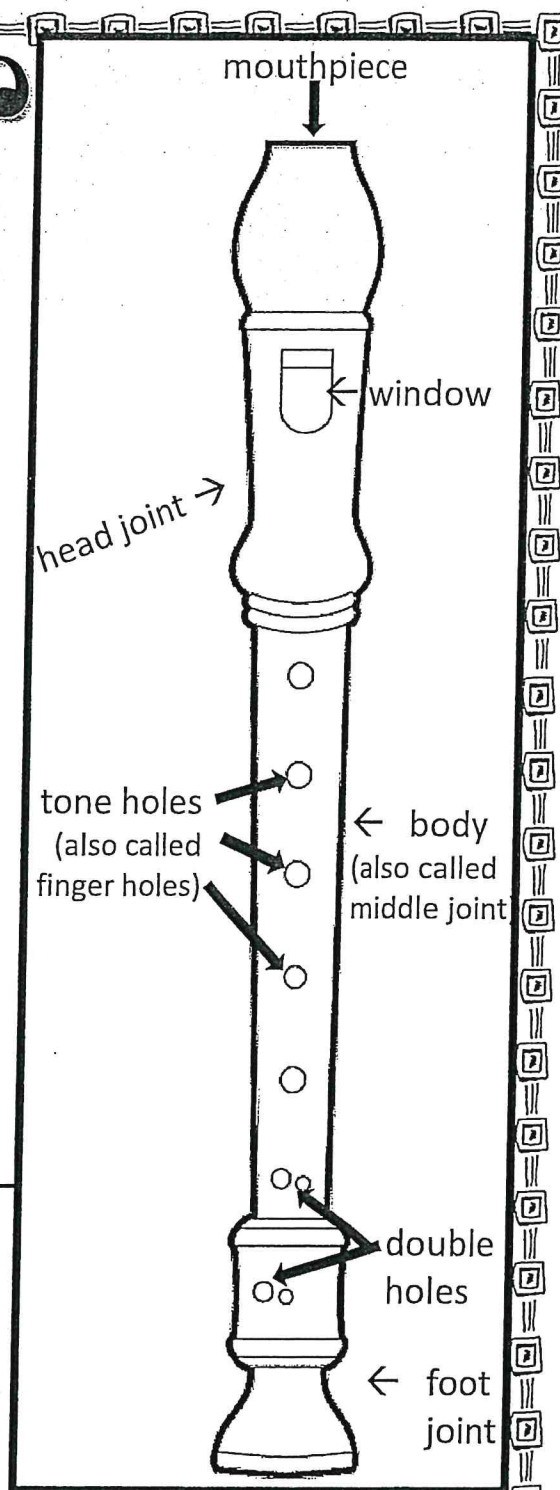
It is likely that recorders came to America with some of the first settlers. Made of wood, they were light and easy to carry. They made a good instrument for travel. Around 1925, the recorder began to make a comeback. It became popular again because of a renewed interest in music from the Baroque and Renaissance periods.

Today, more than 3.5 million plastic recorders are manufactured per year. Recorders are played in many elementary schools and can be a wonderful instrument to learn on its own or as an introductory band instrument. Some communities have recorder groups or societies where many people come together to play recorder music.



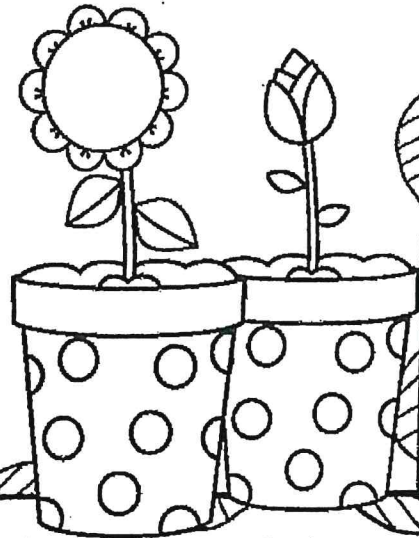
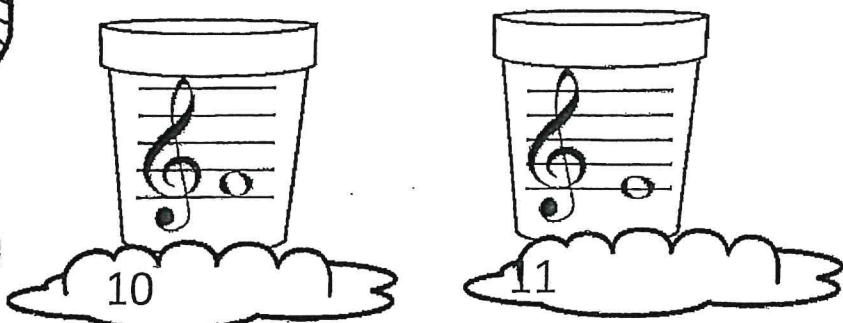
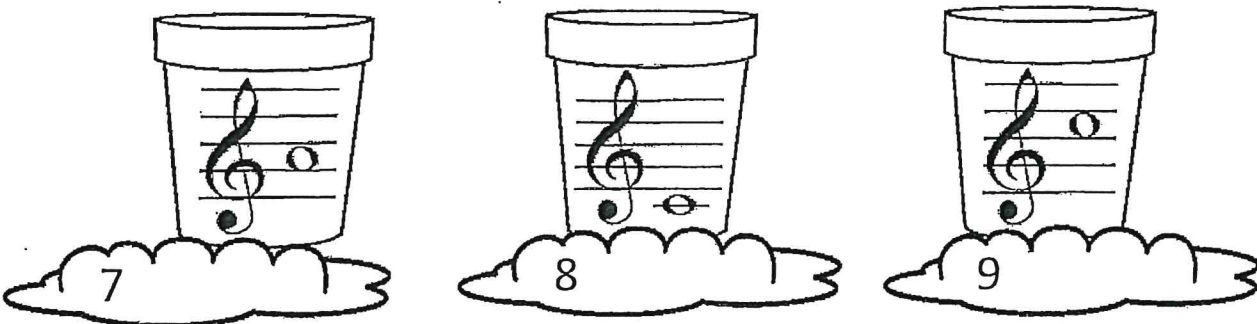
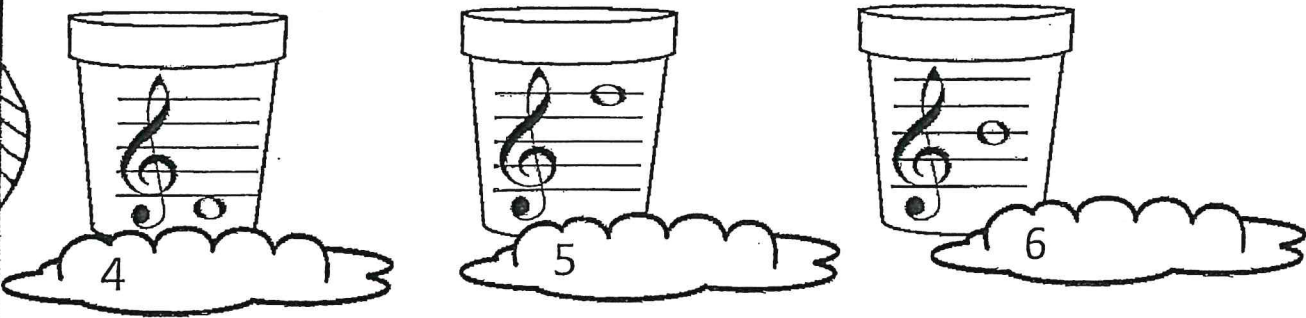
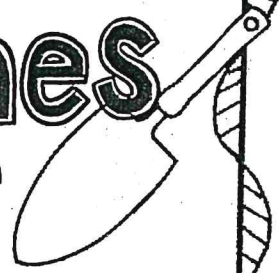
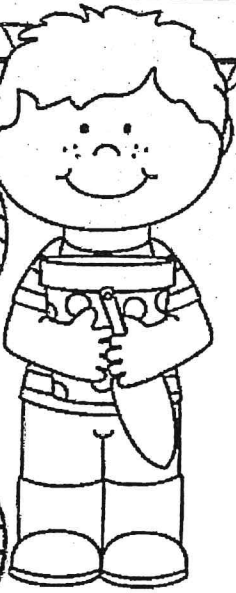
Directions: Use the information from the passage above to answer the following questions.

1. What ancient family of instruments does the recorder come from? _____
2. Name two famous composers that wrote music for the recorder. _____
3. How did recorders come to America? _____
4. Why did recorders become popular again around 1925? _____
5. How many recorders are manufactured each year? _____



Potting Pitches

Directions: Write the name of the pitches in the flower pots in the space provided.



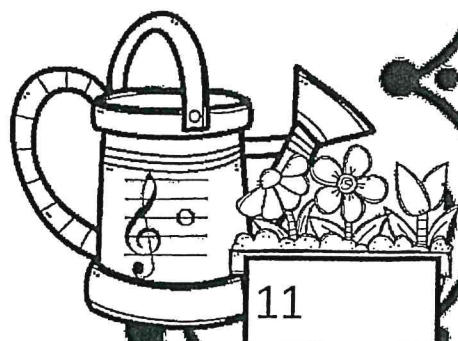
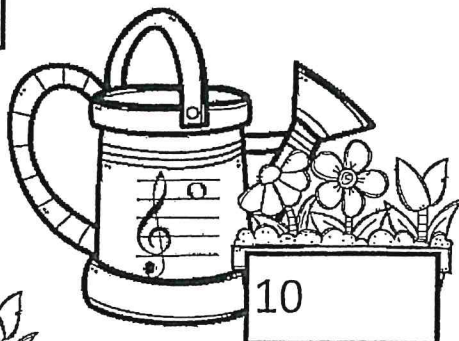
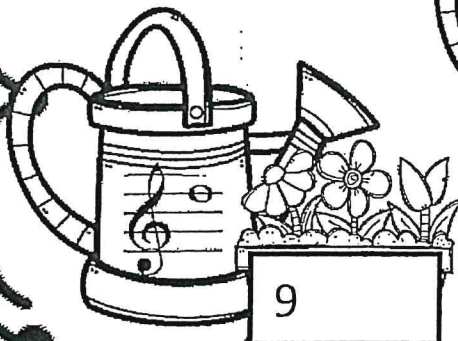
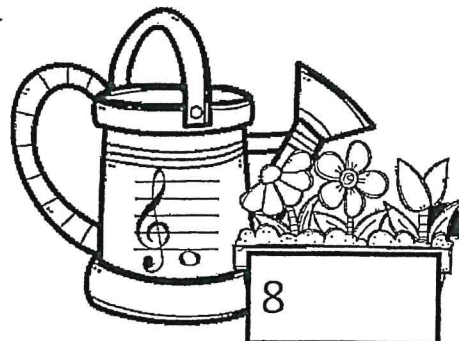
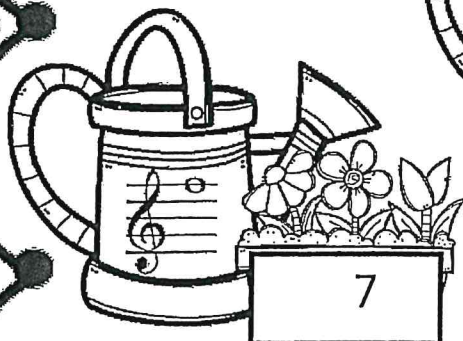
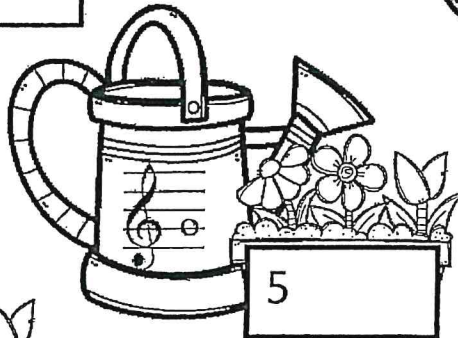
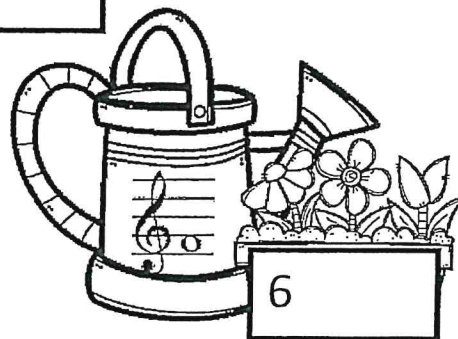
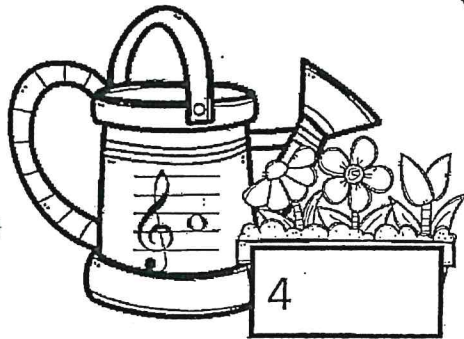
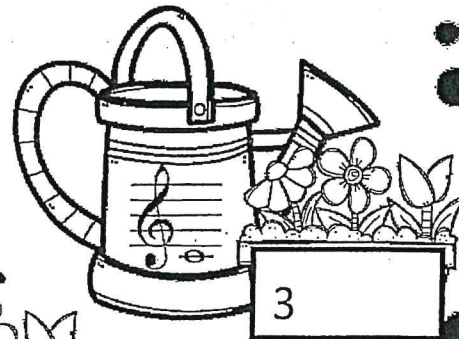
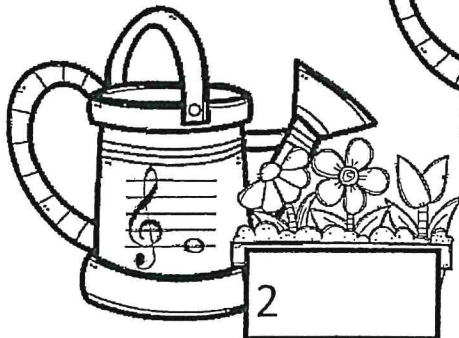
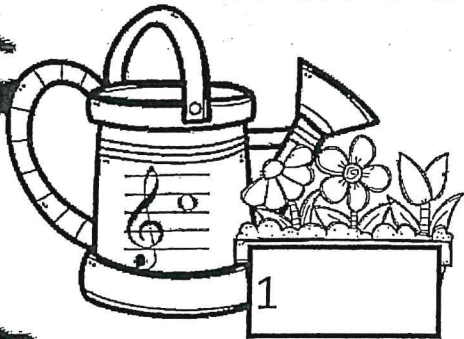
Name _____

Class _____

Date _____

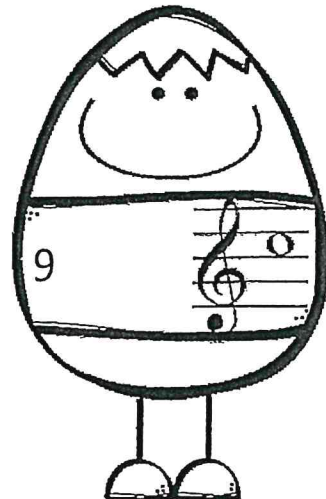
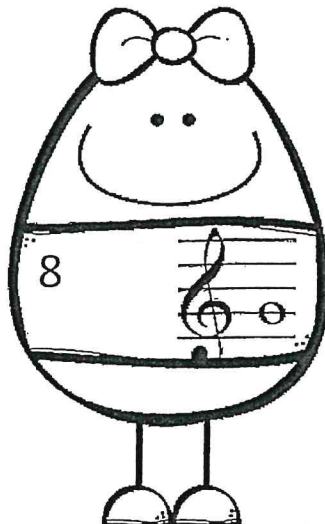
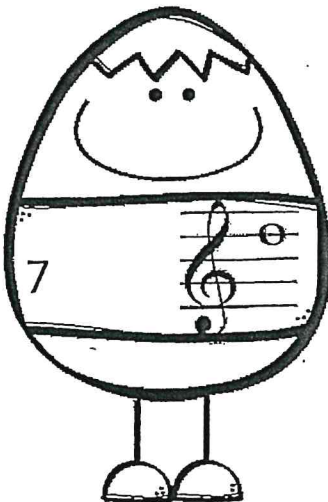
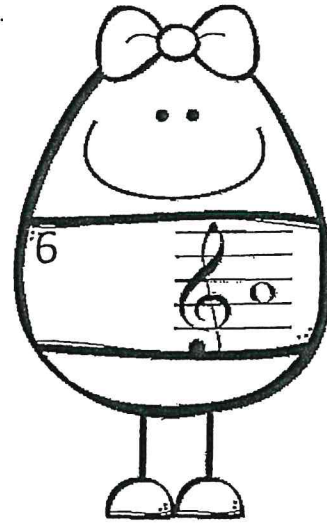
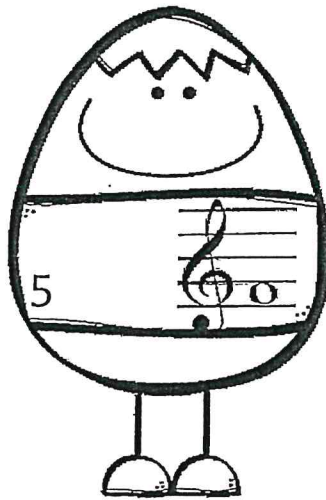
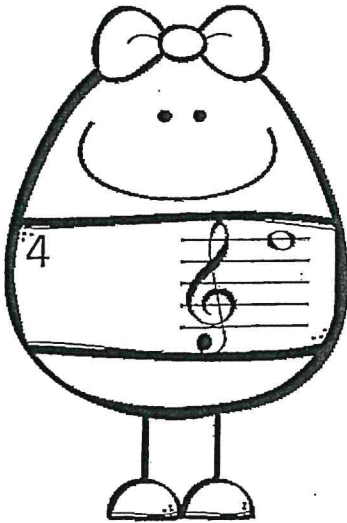
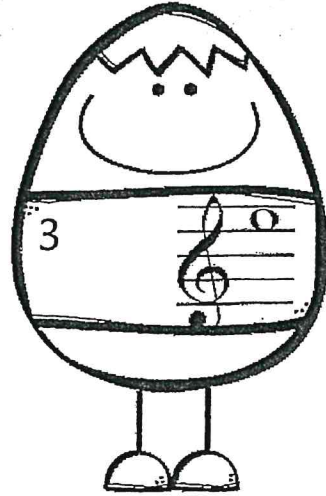
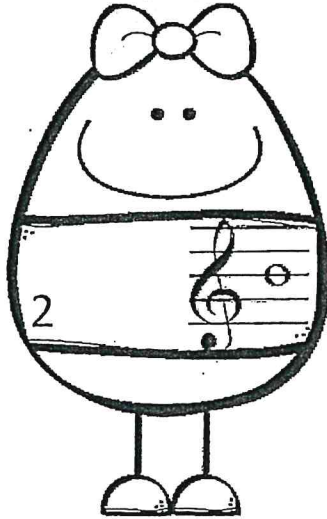
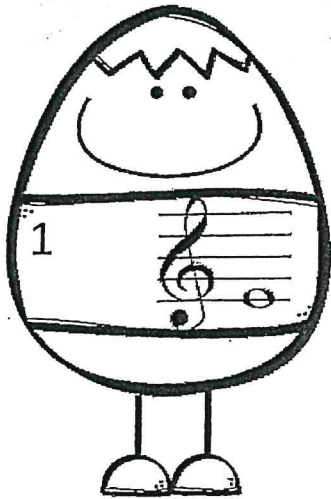
Watering Notes

Directions: Identify the pitches in the watering can and write their name in each flower box.



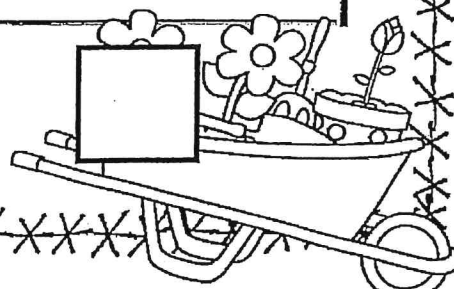
EGGcellent Reading

Directions: Write the pitch name of each note.



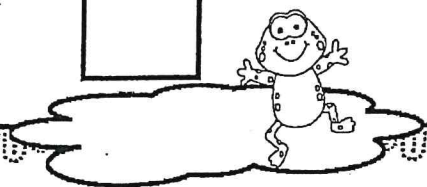
Planting Pitches

Directions: Identify the treble clef pitches and write the letter name in the box below each note.

Raining Pitches

Directions: Identify the treble clef pitches and write the letter name in the box below each note.



Why do you listen to music?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Name _____

Class: _____

MUSIC IN OUR SCHOOLS MONTH

If you could choose to do one musical thing in class today (dance, listen to music, play instruments, etc.), what would it be and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.